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ABSTRACT

Large segments of the African-American population lack the educational and financial resources to participate fully in building a high-technology economy and in consuming its products. Maintaining large undereducated and unproductive segments of society is a recipe for collective social unrest. The United States today requires a highly educated work force working together to compete in today's technologically sophisticated global economy. There are two options to achieve this: depend on immigrants to heal the ailing economy or pursue racial attempts to educate Americans who are already in the United States, particularly those groups that have historically been impoverished. It is increasingly important to raise a new generation of well-educated, minority critical thinkers who will contribute to the advancement of commerce and technology in the United States. This paper discusses the current state of African-Americans relative to the evidence and application of critical thinking skills in the academic environment. It also examines some of the contextual factors surrounding this state. African-American youths must not merely be educated, their education should be designed to grow out of a substrata of systematic, well-reasoned, critical thought. Ways to introduce critical thinking skills and the significance of the attainment and application of such skills among African-Americans are also addressed: i.e., inspect the mode of instruction and the scope of the curriculum and stress courses that call for analytic reasoning. (Contains 43 references.) (LMI)

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The Consequences of the Lack of Critical Thinking-Based Education in the African-American Community

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Introduction and Problem Definition

As early as 1964, Piaget propounded two very promising goals of education. He opined that the principal goal is to create individuals who are capable of doing new things, not simply repeating what previous generations did. A secondary goal is to mold minds that are perceptive, receptive, yet critical, and reflective. His principal goal is a statement of the inventive genius inherent in the well-educated. The secondary goal sets the stage for the achievement of such creativity by way of a cultivated reasoning thought process. In other words, education should produce a populace that is active, inquisitive, creative, inventive, resourceful, sensitive, and yet discerning. Comparatively, the substance of these goals are quite representative of the cognitive revolution of the 1960s (Schunk, 1991). For instance, Piaget's theory and his ideal stage of cognitive development, formal operational thinking are parallel to or necessary for the attainment of these objectives (Campbell, 1976; Dasen, 1977; Modgil & Modgil, 1976; Piaget, 1973; Pulaski, 1980; Varma & Williams, 1976). It is interesting to note that these ideas extended beyond the rarefied circles of the cognitive revolution. Viktor Frankl said of the ultimate goal of education in the society:

> *Man ultimately decides for himself! And in the end, education must be education towards the ability to decide.*

In his argument for critical thinking and intellectual exercise, Sir Oliver Wendell Holmes wrote

> *Man's mind stretched to a new idea never goes back to its original dimensions.*

This is in agreement with Piaget's primary and corollary objectives of education. Clearly, intellectuals outside of educational psychology circles had similar concepts of the ideals of education. Nonetheless, thirty years later, widespread teaching of critical or higher order thinking skills is just starting to evolve.

To put these problems in historical perspective, it is instructive to digress somewhat into the economics of post World War II America. In the immediate post-war era, the American industrial economy was built without restraint with a rich and readily available supply of natural and human resources. This economy fed an essentially domestic market. Such a structure did not call for or require resource optimization. Environmentally naive mass production and mass consumption were the norm. This only required a work force of robot-like workers. For the most part, all contemplation, deliberation, and analysis was strategically centralized around a small managerial/administrative elite (Paul & Nosich, 1991). The majority was consciously excluded from cognitive perspective-taking roles. Since the organizational structures across the nation were pyramids terminating in pinpoint leadership in the clouds, intelligent education of the majority was not necessary and not warranted. Dwindling resources and a competitive world economy now make it necessary to immunize the new economy against the ills of the old. The old economy is therefore slowly being invaded by a system that places more significance on the nation's most valuable and strategic resource - the minds of her people. Empowerment at the lowest possible levels is now proclaimed by its proponents to be time-efficient,

cost-effective, and morally expedient. Institutional "down-sizing" and "flattening" of organizational structures have become the new buzz words. If organizations will be leaner, it stands to reason that they may also become meaner (more shrewd). This new structure has led to popular clamoring for an educational system that produces more critical minds. One hopes that these efforts to reform and restructure the educational system are not knee-jerk, politically correct reactions to discouraging reports that forecast the competence and education of America's work force of the 21st century. Such optimism is tempered by the reality of the present state of the economy.

As the new economy becomes more global and the position of the U.S. as a world economic leader becomes questionable, there is a sense of urgency. Dewey (1916) and other notable thinkers have propounded for years that one of the most vital goals of education is to prepare students for citizenship. Unfortunately, the educational system has not shifted quickly enough from producing myopic, under-educated blue-collar workers to those that dare to think! Our educational system still does not primarily produce people that cultivate abstract multifactorial, multidimensional reasoning and concept formation - individuals that mentally exercise by considering "ifs", "thens", and "therefores". In short, critical thinkers.

The sluggish pace at which the educational system is shifting to prepare a viable work force is more threatening and frightening for the African-American community in the present as well as in the future. One might ask: Why should one focus on African-Americans? Who is to say that these aggressive economy-driven modifications will include African-Americans? Why should we consider making all out efforts to make certain African-Americans are taught to think

critically? Again, history and economics play important roles in these issues. It is a fact of American national history that these populations had limited access to education before the *Brown vs. Board of Education* decision. It is also a fact that large segments of this population are neither educated enough to fully participate in building a high-technology economy, nor are they wealthy enough to participate in consuming its products. Nevertheless, the primary reason for teaching critical thinking skills to African-Americans is that this vast community remains high on the list of the educationally at-risk (Fluellen, 1989; Haynes & Comer, 1990; Jayne & Williams, 1989; Maeroff, 1988; Shade & Edwards, 1987; Viadero).

The foregoing seems to suggest that society should do this out of the goodness of its collective and individual hearts. Whether or not this is the case, maintaining large under-educated and unproductive segments of society is a recipe for collective social unrest, insecurity, and ultimate disaster. Writing on the issue of the undereducation of minorities, Familoni (1990) contended that the idea of a chaotic order is only as far fetched as there are misdirected and angry persons. Being at-risk essentially characterizes youths in our society who are facing socio-economic or emotional problems at home, in their community, or in school that will likely limit their potential for excelling and becoming responsible and productive adults (Capuzzi & Gross, 1989). To wit, as recent as 1985, only 60% of African-Americans aged 25 and older had earned a high school diploma (Allen & Majidi-Ahi, 1989). Although African-Americans comprise less than 15% of the high school population, they represent 50% of all

dropouts nationwide. To compound the problem, when total minority college enrollment increased by 21% between 1976 to 1984, the proportion of African-Americans matriculating at colleges and universities continued to decline (Allen, 1989).

The foregoing leads one to the inevitable question: Is the failure of the education of African-Americans and other minorities the reason for the declining national economy, security, and prosperity, or is the nation at risk because we have failed to educate the disenfranchised segments of society? Scully (1994) argues that traditionally America has educated only the top 15 - 20% of the population. Once more, this policy fitted well into the historical structure of organizations in this society. Scully further contends that a world class public education system that serves all segments of society well by teaching math, sciences, and critical judgment skills is the foundation stone for a turning point in America's destiny. The perpetuation of ignorance that lends itself to cyclical mental and fiducial poverty therefore needs to cease.

The premise of this paper is simple. America today requires a highly educated work force working together to compete in today's technologically sophisticated global economy. There are one of two ways to achieve this quality of human resources in sufficient numbers. We could heed Wattenberg's (1989) advice and depend on immigrants to heal this sick economy. This could be accomplished by relaxing the immigrant quotas of groups such as Jews and the Irish because they have a history of contributing to the productivity of America. While this is hardly a logistically viable option, this avenue also lacks intellectual integrity and, it is morally bankrupt. The other way is to pursue radical

attempts to educate those Americans who are already in America! In this respect, attention needs to be paid particularly to the education of those segments of society that have been hitherto impoverished. In the near future, the numerical importance of these minority groups to the country's productivity will increase. African-Americans constitute a disproportionately large segment of this pool. Goertz and Pitcher (1985) predicted that by the year 2000, the majority enrollment in most of the nation's schools will consist of extractions of minority groups. If this holds true, it becomes increasingly important to raise a new generation of well-educated, minority critical thinkers that will participate and contribute to the advancement of commerce and technology in the United States. This is the imaginative and long-term solution to escaping an illiterate, unsophisticated, and crime-ridden society. In light of these considerations, this paper will discuss the current state of African-Americans relative to the evidence and application of critical thinking skills in the academic environment. The paper will also examine some of the contextual factors surrounding this state. This paper strongly argues the case for not merely educating African-American youths. It goes one more step to contend that such education should be designed to grow out of a substrate of systematic well-reasoned critical thought. Ways to introduce critical thinking skills and the significance of the attainment and application of such skills amongst African-Americans will also be addressed.

State of African-Americans Vis-a-Vis Critical Thinking Skills

This year marks the fortieth anniversary of the *Brown vs. Board of Education* decision. This Supreme court decision in conjunction with the congressional support of equal opportunity irrevocably revolutionized the access to education as well as the educational experiences of African-Americans (Allen, 1987; Burrell, 1990). Forty years later, the jury is still out and the progress report continues to be controversial. Recent reports of disproportionate funding of Black schools in Mississippi and the attendant case before the Courts underscore the currency of this controversy. According to Earnest Boyer, president of the Carnegie Foundation for the Advancement of Teaching since 1979, nothing has been implemented to convert the landmark decisions on educational reform into effective procedures or educational programs that ensure the desired outcome. In some respects, the lines of demarcation between the privileged and the underclass are more pronouncedly defined by race than it ever was (Cox, 1993).

Of course there are views to the contrary. There are also others who believe that institutionalized equity is inimical to the quality of education. For instance, Holmes (1991) as well as other perennialists submit that the demands of equity (and its synonyms) on the educational process have cost excellence and yielded mediocrity. They purport that the discipline of the mind and the pursuit of the truth are the tenets of education and should be approached via a theory that maintains the notion of absolutism of truth. They further aver that there is no relativity in education and any departure from standard pedagogical principles to include a sensitivity of sectional heritage

simply leads to corruption and decay in education. It is interesting to note that the corner stone of this philosophy also refers to critical thinking in an oblique and awkward manner. One weakness of this argument is that critical thinking should not arise out of education. Education should be based on and thought from the perspective of critical thinking!

There are others who continue to debate *nature vs. nurture* issues. For example, Jensen (1975) contends that environment is not the primary factor in the lack of critical thinking exhibited by African-Americans. He asserts that there are definite genetic differences in abstract reasoning ability between Whites and African-Americans. Jensen's research surmised that only slight differences exist between Whites and African-Americans when performing Level I or association and rote memory tasks. There are, on the other hand, large differences between the groups when reasoning and problem-solving are involved.

There are other data, to the contrary, to consider. In 1990, Walton opined that on the whole, the human gene pool is more capable of higher cerebral functions than ever before, and if there is a problem, it lies not with the student but with the educational system. Also, Horgan (1992) found that "at-risk" children are found amongst those who excel in such a sophisticated cognitive task as playing chess. This is a demonstration of the capability to think critically in its purest form. Further, independent analysis of Jensen's research as well as the 1951 McGurk study on which Jensen's theory was based sheds some interesting light on the issue. The analysis found that black-white differences were remarkably constant across tasks testing mental

ability (Boyce & Darlington, 1981; Madhere; 1989). The data demonstrated that African-Americans reveal no tendency to lack abstract reasoning ability, nor do they appear deficient at solving analogies. If African-Americans are equally capable of thinking critically and achieving, should we expend the effort to diagnose with intent to treat the state and plight of critical thinking deficiencies amongst them? The answer is categorically and unequivocally "Yes" !

African-Americans continue to have lesser participation in advanced curricula than Whites. Predominantly African-American schools are still considered to be low-achieving without reference to their funding levels. Again, the law suit in Mississippi is a glaring counter point. The consequences reach into and permeate every sliver of the life of these communities. The unemployment rate amongst African-Americans males are the highest of any population group in the land. When they are employed, they continue to fill a disproportionate number of lower level pedestrian occupations than do Whites. African-Americans also score lower than mainstream students on academic achievement tests. Ignorance, cyclical poverty and other markers of the uneducated increase with successive generations of African-Americans(Allen & Boykin, 1992; MacDonald, 1992; Maeroff, 1988; Ogbu, 1992; Shade & Edwards, 1987; Social Justice, 1992). The infant mortality rate amongst African-Americans is higher than those of some third world countries! Boyer agrees that while the availability of equality of opportunity transcends racial lines, there seems to be an inequity in preparing groups to take advantage of such. African-American students, especially those from the lower socio-economic status, are of the majority who

appear to be less well-served (Cox, 1993). Even though school and institutions of learning will never be equipped or should they aspire to fix all the ills and injustices of society, they can certainly do their fair share by fulfilling their primary purpose.

Contextual Factors Affecting the Relative Standing

In response to such a dismal state of affairs, one could consider the cultural disadvantage theory and the cultural inversion theory. They posit that the academic difficulties of African-Americans are couched in cultural discontinuity (Allen & Boykin, 1992; Ogbu, 1992). The primary conclusions include that African-Americans suffer from (1) inferior socialization experiences (2) academic failure due to a lack of cultural interactions that foster and facilitate intellectual skills and (3) societal and cultural dislocation resulting in isolation from everyday activities of mainstream society. These theories purport that the African-American culture and mainstream experiences are at odds. This may be illustrated by a few different experiences that are nurtured in the respective cultures. For instance, African-American cultures foster expressiveness and communalism whereas the majority culture is reported to nurture logic above feelings and place self-contained individualism above the group. Because traditional pedagogical methods are considered characteristic of mainstream society, certain forms of behavior, symbols, and meanings that are inherent in African-Americans tend to pale into insignificance and inappropriateness (Ogbu, 1992). With such a dichotomy between the home/community environment and school, there is a

sense of loss and much confusion for these students. This is compounded by the tendency of the educational system to devalue and be insensitive to the social and ethnic identity of African-Americans (Shade & Edwards).

Of the few African-Americans who surmount these odds, another intractable problem seems to be that hard work and high academic achievement do not guarantee assimilation into mainstream America. Intentional and unintentional biases cause unemployment and underemployment. Again, the question of insensitivity to multifarious cultural experiences creep in. For instance, African-American females have been known to lose employment for violating personal grooming clauses in their contracts because they wore tightly woven hair styles called corn rolls. If this is examined in the context of the texture of their hair and their residual African culture, the issue takes on a different, litigious, and ominous dimension. In short, many African-Americans with comparable or even honorable work ethics and academic success do not receive commensurate rewards or equal opportunity for advancement as do their White counterparts. Many reap the same or marginally better harvest as the non-working, underachievers (Cox, 1993; Fluellen, 1989; Maeroff, 1988; Ogbu, 1992; Viadero).

In order to build bridges between the students' cultural perspectives and the education process, Allen & Boykin (1992) suggested that cognitive performance should be facilitated by learning conditions that match the learner's socio-cultural experiences. They report that comparatively respectable outcomes are obtained when African-American students are tested under conditions that are more culturally familiar and relevant. When the

curriculum is built around the students' experiences, they react in a positive, more absorbent fashion. On the other hand, the African-American community may also need to move more to the center of the American educational experience. It is believed that improvement in scholastic achievement among African-Americans will only come when pedagogical methods ignore cultural repertoires but introduce dialectical thinking in the classroom, allow more apertures for creativity, and redirect interactive relationships between teachers and learners (Madhere, 1989).

While cultural relativism receives its share of criticism, it is consistent with the cognitivist point of view. According to Schunk (1991) humans are limited information processors. This forges constraints on our ability to transact cerebral business. Therefore, we need meaning in order to attend to, perceive, encode, store, and retrieve knowledge. Similarly, meaning is determined by one's context or background. Thus the mind attends to information selectively depending upon one's values, frame of reference, and expectations. These merits are based on prior experiences and are processed automatically by the brain. Moreover, Schunk and other cognitivists purport that what one can learn is contingent upon what one already knows. The more one knows, the more readily one is likely to gain further knowledge. Paul (1994) asserts that all knowledge is systematic. In order for students to reason their way into a subject, they must connect their previous beliefs in a system-building fashion. Succinctly put, connections must be made between previous knowledge and potential knowledge. Likewise, African-Americans and any other group for that matter, cannot aspire to think criti-

cally until they have a concrete knowledge base on which to build. Or at the very least, there must be bridges that connect their concrete knowledge base to the norm of the plural educational system. Chaffee (1994) further propounds that when students learn through their own experiences, they build systematically from their concrete, familiar contexts to more abstract, conceptual understandings. This, of course, is the desired destination.

Since work place 2000 will require more intellectual fortitude from its participants, it is crucial to design curriculum and instruction that link African-American experiences and values to the classroom and mainstream society. This author does not purport an exodus from traditional pedagogical methods. However, there is a need for diversification of instructional practices. For instance one could incorporate ethnic significance across the curriculum, teach to accommodate varying learning preferences, and create ways to connect academic life to daily life now and in the future. These methods would be useful in predominantly African-American schools in order to recognize and stimulate untapped cognitive competence amongst the group. Additionally, the author realizes that African-Americans are capable of academic success and achievement through traditional channels. Albeit, the percentage of academic failures remain staggering enough to suggest paths heretofore untravelled (Allen & Boykin, 1992).

Introducing Critical Thinking Skills

Discussing and implementing cultural relativity in the classroom is important. It serves to generate interest in the intrinsic values of learning and cognitive development. It also encourages the African-American student to adopt a philosophy of internal locus of control. These initiatives assist in moving them from Piaget's preoperational stage to the concrete operational stage. However, this is not enough to ensure that African-American students are prepared to meet the challenges of an ever-changing, highly technical society. If they are to answer the call of the information age and beyond, the school curriculum should no longer reflect pedagogical methods that produced the participants of the industrial age. It must strive to take students to the formal operations stage, or to the arena of critical thinking. Thus, the instructional methods and the scope of the curriculum should be reexamined.

The National Assessment of Educational Progress (Walton, 1990) reports that while there was relative improvement for African-Americans since 1971, overall, students do not demonstrate competence. They are able to read, write, and compute at rudimentary levels. However, they cannot (1) follow or write complex passages (2) draw inferences (3) see connections (4) trace consequences (5) ask pertinent questions for needed information or (6) critique arguments by rebuttal. Functioning at such a basic level, they will not be able to contribute to or compete in an international, global market. Students, according to Paul and Nosich (1991) must be taught

> *the intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action (p.4).*

These ideals which are the very tenets of critical thinking should be implemented when teaching reading, writing, listening, speaking, and mathematics. To teach reading as simply calling out or repeating content only evokes and perpetuates lower order skills. Students must also learn that conceptualizing, identifying main ideas, generalizing from them, and identifying the author's point of view are very much a part of it. Students should strive to discern the author's viewpoint with objectivity and empathy, and still be able to envision the counterpoise. These concepts should extend to the domain of writing as well. The old school presented the art and skill of writing as mere grammar and punctuation. Higher order teaching would include that writing is also a personal representation of organized thoughts communicated to others. On the same note, the old manner of teaching presented mathematics as the application of a set of rules and procedures. The more effective technique is to incorporate the analytical rationale of the subject matter. Critical thinking advocates propose teaching students to reason out, to, through and across the curriculum. There should be a cultivation of reasoning in all subjects and at all educational levels (Nosich, 1994).

In addition to inspecting the modes of instruction, one must also take a glimpse at the scope of the curriculum. The whole notion of "coverage" should be revisited (Paul, 1994). Currently, policies dictate and/or instructors feel obligated to cover large masses of material. This is usually done at the risk of little comprehension and retention. This practice tends to perpetuate lower order learning at the primary, secondary, and post-secondary levels. Maeroff (1988) contends that the scope of the

curriculum should be reduced in order to teach less material with greater depth, affording greater comprehension. According to cognitivists, when the brain is crammed with numerous unorganized, unmeaningful data, the mind as a limited processor, has very little probability of understanding or recalling much of it (Schunk, 1991). In the interest of completeness, it is important to note that such reduced topical coverage may not work well or be dangerous in certain disciplines, especially in curricula leading to professional degrees. By shifting emphases from broad and shallow coverage, one merely seeks to suggest that better results are attained when students are allowed to construct, comprehend, and reflect. Comprehension and reflection can only be done if one allows time for the digestion of information. Critical thinking skills should not be "in addition to" the basic skills, they should constitute the basic skills of life (Paul & Nosich, 1991). As counterpoise, one recognizes that in certain professional disciplines such as engineering and medicine, a curtailed curriculum in the interest of deeper coverage has some far reaching disadvantages. In response, one can mere argue that critical thinking teaches students to teach themselves. Therefore, whatever coverage is sacrificed can also be learned on an individual basis.

Significance of the Attainment and Application of Such Skills

Research indicates that the modern society will require higher order thinking to maintain a high quality of life and to develop and maintain a leading economic edge. The future will be technologically driven. Therefore, the educational system should

emphasize courses that call for analytical reasoning such as those in the mathematical sciences, physical sciences, computer sciences, biological sciences, chemical sciences, and engineering. McKinnon & Renner (1971) contended that students who function at Piaget's concrete operational stage are less likely to attain success in these disciplines. Chiapetta's (1976) statistical data suggested that over 89% of American students did not operate at the formal level of thinking, especially in science subject matter. When high school concrete operational students taking science courses were tested, they only understood about 30% of the concrete data presented them with absolutely no concept of formal thoughts. College freshmen were also tested on Piagetian tasks only to discover that 50% operated at a concrete level of thinking, 25% at formal, and the other 25% fluctuated between concrete and formal levels. Sheeman & Lawson (1970) reported that even those who normally thought critically do not transfer this knowledge when attempting to understand formal science concepts.

Similar studies have been conducted for African-American students (Alick & Atwater, 1988; Atwater & Alick, 1990; Abraham & Renner, 1986). By studying high school and college science students, investigators found that formal thinkers reread problems, recalled related concepts and formulas, reasoned deductively/inductively, and employed proportional reasoning. Less successful science students reread the problem, recalled related concepts but misapplied formulas, and could not remember the reasons why they should apply them. They were compelled to restate the problems in their own inaccurate words. This suggests that they could not understand questions as written and may have

misinterpreted and/or oversimplified the questions in the translation. These researchers believed that formal operational thought as defined by Piaget is required for success in such courses. Their studies indicated that formal operational students tended to use reasoning strategies more often than their less successful counterparts. A significant correlation indicated that there were relationships between success in science and the strategies used to solve related problems. Specifically, inductive/deductive reasoning was a primary factor for success in complex problem-solving. Critical thinkers then are more likely to succeed when faced with complex problem-solving than are concrete operational thinkers.

As courses such as chemistry are used for "weeding" students from careers in science and engineering, it is important to identify the problems that cause African-Americans to fail. According to Maeroff (1988) the fight to change this dismal plight should be aggressive and immediate in order to increase the number of scientists and engineers produced in this country. The current chances of African-Americans having careers in mathematics and the sciences are more fleeting dreams than reality. This is the case because many African-Americans are weaned on high school curricular diets consisting largely of a smorgasbord of personal development and physical education rather than those of substance and intellectual rigor. To this end, of the 3003 doctorates earned in the U.S. in 1986, only 25 (0.83%) were awarded to African-Americans. Of the 1379 doctorates earned in engineering, a mere 14 (1%) were awarded to African-Americans (Maeroff, 1988). These data may be compared with the fact that

African-Americans constitute about 24% of the American population. Many believe that success in certain courses does not stimulate higher intelligence. Nonetheless, success in courses that require higher order thinking has a way of changing individual and societal outcomes. Such success also thrusts members of minority groups into a higher quality of living.

Conclusions

According to Paul and Nosich (1991) developing critical thinking skills engenders intellectual empowerment. Students take increasing charge of their minds as thinking instruments. They become more effective readers, writers, speakers, and listeners. Moreover, these skills and abilities are highly transferable to the work place. Familoni (1990) articulated the reasons for teaching these methods to minority students.

> *The economic reasons are all around us everyday. The fastest growing populations are minority groups. We can no longer relegate segments of the society to "cotton field" type jobs, if we are to meet and defeat the challenge of an oppressive national deficit. We require an educated America working together at more technologically advanced levels to compete internationally (p. 27)* .

With the growing number of African-American and other minority populations, it behooves this generation to assist in the resolution of the bleak future of these minorities. It is noteworthy that if we choose not to resolve such straits, we simultaneously choose not to save at least one segment of our nation. Although we are unsure of the specific skills that will be mandatory in the future, there are pointers to the fact that higher order skills of some sort will be required. If a proportionate number of African-Americans learn and apply critical thinking skills to their every day activities, a much larger segment of the

population will be equipped to and capable of discharging their civic responsibilities. Furthermore, they will be able to take advantage of the privileges of a capitalist society. If African-Americans are taught, as Sternberg (1991) proposes, to produce knowledge as well as to consume knowledge, the properties of an ideal society will emerge - an America that allows each individual to develop to the extent that his or her capabilities allow - a citizenry of active, creative, resourceful, sensitive and yet discerning individuals. If African-Americans are able and are permitted to contribute intellectually as well as physically, not all, but many of America's problems are likely to fade.

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